

Minidoka County School District #331
Differential Pay Plan 2013-14

Minidoka School District, using several data sources and the Idaho Core standards, has identified writing as an area of needed improvement. As a result, stakeholders from all buildings have chosen to use writing as a focus and track student progress through measurable goals for all students in pre K-12. MCSD's Differential Pay will be based on these goals along with specific criteria set up at each building location using rubrics established for each grade level. All certificated staff will be eligible to receive differential pay based on pre and post writing samples and growth from established rubrics.

Building/Level	Writing Focus Areas	September -January 2013-2014	Academic Growth Measurement	# of Qualifying Staff	# of Support Staff	# of Admin. Staff
TLC/Pre-School	Letters, Symbols, Words	Weekly	Academic growth will be based on three factors: Brigance writing rubrics, improvements in pre-post writing, school-wide gains in writing proficiency	3	4	3
Acequia Elementary K-5	Letters, Symbols, Sentences, Paragraphs, Essays: Expository, Narrative, Explanatory, Informative, Opinion	Pre-write – Sept. Post-write- Jan.	Growth will be measured using rubrics to show growth from the pre-write to post write samples. Rubrics are based on Write Tools, 6 Traits of Writing and grade-level generated.	15	0	1
Heyburn Elementary K-5	Letters, Symbols, Sentences, Paragraphs, Essays: Expository, Narrative, Explanatory, Informative, Opinion	3-6 times	Grade level growth in writing proficiency will be measured using pre and post writing samples scored with grade-level rubrics aligned to Idaho Core Standards.	25	0	1

Paul Elementary K-5	Letters, Symbols, Sentences, Paragraphs, Essays: Expository, Narrative, Explanatory, Informative, Opinion	Bi- monthly, 10 times	Academic growth will be based on the following factors: school-wide writing rubrics, improvements in pre and post writing, and school- wide gains	20.25	1	1
Rupert Elementary K-5	Letters, Symbols, Sentences, Paragraphs, Essays: Expository, Narrative, Explanatory, Informative, Opinion	Pre-write in September Post-Write in January	Growth will be measured using rubrics to show growth from the pre- write to post-write samples. Writing Rubrics generated from the Smarter Balanced Assessment and K-5 grade level rubrics will be utilized.	27.75	0	1
Total Learning Center 1-6	Letters, Symbols, Sentences, Paragraphs, Essays: Expository, Narrative, Explanatory, Informative, Opinion	3-6 times	Academic growth will be based on three factors: writing rubrics, improvements in pre-post writing, school-wide gains in writing proficiency	3.5	2	1
East Minico Middle School 6-8	Sentences, Paragraphs, Essays: Expository, Narrative, Explanatory, Informative, Opinion	One additional writing assignment per month in advisory	Growth will be measured by evaluating writing samples in advisory classes on a monthly basis. Rubrics generated by the staff will be used.	24	0	1
West Minico Middle School 6-8	Sentences, Paragraphs, Essays: Expository, Narrative, Explanatory, Informative, Opinion	One additional writing assignment per month in advisory	Growth will be measured by evaluating writing samples in advisory classes on a monthly basis. Rubrics generated by the staff will be used.	22.25	0	1

Mt. Harrison Jr./Sr. High School 7-12	Sentences, Paragraphs, Essays: Expository, Narrative, Explanatory, Informative, Opinion	3-6 times	Growth will be measured through the implementation of the SRI, SMI, and STAR reading and math as well as through the use of the Idaho Core Standards to drive instruction with the focus on writing and the connection between the student and the test and information which are being taught in each classroom. Pre and post tests will also be a measure of student growth in writing.	15.25	0	1
Minico High School 9-12	Sentences, Paragraphs, Essays: Expository, Narrative, Explanatory, Informative, Opinion	3-6 times	Growth will be measured by evaluating writing samples in advisory classes on a monthly basis. Rubrics generated by the staff will be used.	55.5	.5	3

Money received from the State Department of Education (SDE) for Differential Pay will be distributed first for professional development days (40%) then based upon recommendations from building principals as submitted through verification logs to the District Service Center at the end of January 2014 (60%). Building administrators will be responsible to document certificated participation in the writing plan for their respective building through portfolios/samples of student work and teacher planning, implementing, and grading of writing assignments. Rubrics will be used to demonstrate growth overall. Each certificated staff member who qualifies will receive an amount equal to the total received divided by all eligible staff members per building. Each building will submit their plan and rubrics to the District Service Center by the end of September to be reviewed and approved. Disbursement of earned Differential Pay will be done within 45 days of receiving the funding from the SDE.